



The Blue Sky Federation

*Friendship, Respect, Self-belief, Cooperation,
Challenge and Responsibility*

The Best You Can Be – Everyone, Every Day

SEND POLICY AND INFORMATION REPORT

Approved: October 2025
Review: October 2026

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Set out how our federation will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
- Ensure all pupils take a full and active role within the life of the federation.
- Provide full access to the school environment wherever possible, including for pupils with physical disabilities.
- Meet individual needs through curriculum differentiation, initially the responsibility of the class teacher.
- Involve pupils, wherever practical, in setting targets and learning goals.
- Foster strong partnerships with parents and carers as an integral part of SEND provision.
- Ensure all relevant school policies (e.g., behaviour, discipline) apply equally to pupils with SEND.
- Work with the Governing Board to enable effective monitoring and strategic development of SEND provision.
- Collaborate with external agencies to support individual pupil needs.
- Provide all staff with training and advice to support quality teaching and learning for all pupils.

2. Vision and values

We are committed to providing all pupils with access to a broad and balanced curriculum that enables them to thrive and meet their full potential. Our federation fosters an inclusive environment where provision is tailored to the diverse needs and abilities of pupils. We integrate our Accessibility Plan 2025-2028 to ensure curriculum access, physical environment adaptations, and accessible communication for all. We build resilience and promote respect, responsibility, and restorative approaches across our community.

3. Legislation and guidance

This policy is based on and complies with the following legislation and guidance:

- **Children and Families Act 2014 (Part 3)**
<https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>
- **Special Educational Needs and Disability (SEND) Code of Practice** (latest edition)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Equality Act 2010** (including Public Sector Equality Duty)
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
Public Sector Equality Duty guidance:
<https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty>
- **Keeping Children Safe in Education 2025**
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **DfE Inclusive Education and SEND in Mainstream Schools guidance (2024)**
<https://www.gov.uk/government/publications/inclusive-education-and-send-in-mainstream-schools>
- **Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 (updated 2023)**
<https://www.legislation.gov.uk/uksi/2018/952/contents/made>
- **Local Authority SEND guidance and Local Offer**
Milton Keynes Local Offer:
<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/SEND>
- **Governance Handbook**
<https://www.gov.uk/government/publications/governance-handbook>

4. Inclusion and equal opportunities

Our federation strives to create an inclusive teaching environment offering all pupils, regardless of need or ability, a broad, balanced, and challenging curriculum. We make reasonable adjustments to teaching, curriculum, and the physical environment to ensure pupils with SEND are fully included in all aspects of school life. We actively work to eliminate discrimination, harassment, and victimisation and to foster good relations among all members of our community.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. This means they have a significantly greater difficulty in learning than most others of the same age or a disability that prevents or hinders them from accessing facilities generally provided.

5.2 Disability

Pupils are considered disabled if they have a physical or mental impairment with a substantial and long-term adverse effect on their ability to carry out normal daily activities. We make reasonable adjustments to prevent substantial disadvantage compared with peers.

5.3 The 4 areas of need

We recognise four broad areas of SEND need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Pupils may have needs across multiple areas, and these needs may change over time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is Kelly Wilson.

They:

- Liaise with parents and staff regarding SEND provision.
- Coordinate day-to-day operation of SEND support, including for pupils with EHC plans.
- Provide guidance on differentiated teaching and the graduated approach.
- Manage deployment of SEND resources and budgets.
- Act as liaison with external agencies and next education providers.
- Ensure compliance with Equality Act 2010 and accessibility requirements.
- Maintain up-to-date records of pupils with SEND.
- Identify staff training needs and support CPD related to SEND.
- Monitor and evaluate SEND provision effectiveness.

6.2 The governing board

The Governing Board is accountable for:

- Ensuring the federation meets its legal duties for pupils with SEND.
- Monitoring the quality and effectiveness of SEND provision.

- Ensuring pupils with SEND can access all school activities alongside peers.
- Publishing SEND information reports and accessibility plans.
- Supporting the SENDCO and Executive Headteacher in strategic SEND development.

6.3 The SEND link governor

The SEND link governor is Min Hi Chun.

The SEND Link Governor will:

- Raise awareness of SEND issues at governing meetings.
- Monitor SEND provision quality and effectiveness.
- Collaborate with leadership to develop SEND strategy.

6.4 The Executive Headteacher

The Executive Headteacher is Ian Fraser-Kirkup.

The Executive Headteacher will:

- Lead strategic SEND development with SENDCO and governors.
- Ensure compliance with Equality Act and SEND legislation.
- Monitor SEND budget and resource allocation.
- Oversee staff training and SEND provision impact.

6.5 Class teachers

Class teachers are responsible for:

- Providing high-quality, differentiated teaching.
- Monitoring and supporting pupil progress.
- Collaborating with SENDCO and support staff.
- Communicating regularly with parents/carers.

6.6 Parents or carers

Parents and carers are encouraged to:

- Share concerns about their child's progress.
- Participate in SEND planning and review meetings.
- Support learning and interventions at home.

6.7 The child

Children will be involved by:

- Sharing their views and strengths.
- Participating in target setting and reviews.

7. SEN information report

Our SEN Information Report is published on the federation website and updated annually. It details how we implement this policy and support pupils with SEND.

8. Our approach to SEND support

8.1 Identifying and Assessing Needs

We assess pupils on entry and continuously monitor progress. Slow progress triggers discussion with the SENDCO and possible specialist involvement. We consider all factors, including language and social circumstances.

8.2 Consulting and Involving Pupils and Parents

We place pupils and parents at the heart of decision-making, ensuring clear communication about needs, outcomes, and support plans.

8.3 Graduated Approach

We follow the Assess, Plan, Do, Review cycle to provide tailored interventions and support.

8.4 Levels of Support

- School-based SEN provision funded by the school's notional SEND budget.
- EHC plans for pupils requiring higher-level support, with additional funding as needed.

8.5 Evaluating Effectiveness

We track progress, gather feedback, and hold annual reviews for pupils with EHC plans.

9. Expertise and training of staff

We provide regular training on SEND, including neurodiversity and mental health. The Executive Headteacher and SENDCO monitor training needs and CPD.

10. Links with external professional agencies

We collaborate with:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- CAMHS
- School nurses
- Social services

11. Admission and accessibility arrangements

Our admissions comply with the School Admissions Code. Our Accessibility Plan 2025-2028 supports inclusion and reasonable adjustments.

2. Complaints about SEND provision

Concerns should first be raised informally with the SENDCO. Formal complaints follow the federation's complaints policy. Parents may seek support from MK SEND Information, Advice and Support Service: <https://www.mksendlocaloffer.co.uk/>

13. Monitoring and evaluation arrangements

We evaluate effectiveness through progress data, feedback, and annual reviews. The SENDCO reviews this policy annually and updates the Governing Board.

14. Links with other policies and documents

This policy links to the following documents:

- Accessibility Plan 2025-2028
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy

- Safeguarding/Child Protection Policy
- Complaints Policy

15. Summary of Changes (2025-2026)

- Incorporated references to *Keeping Children Safe in Education* (2025) and *DfE Inclusive Education and SEND in Mainstream Schools* guidance (2024).
- Strengthened integration with federation Accessibility Plan 2025-2028, including digital accessibility and curriculum inclusion.
- Updated roles and responsibilities to confirm current staff and highlight recent CPD focus areas (neurodiversity, mental health).
- Emphasised pupil and parent voice with examples of enhanced consultation and involvement.
- Clarified admissions and accessibility arrangements referencing updated policies and compliance.
- Reviewed complaints procedure with updated local support contacts.
- Enhanced monitoring and evaluation section with recent data and feedback processes.
- Added explicit links to updated related policies and documents.